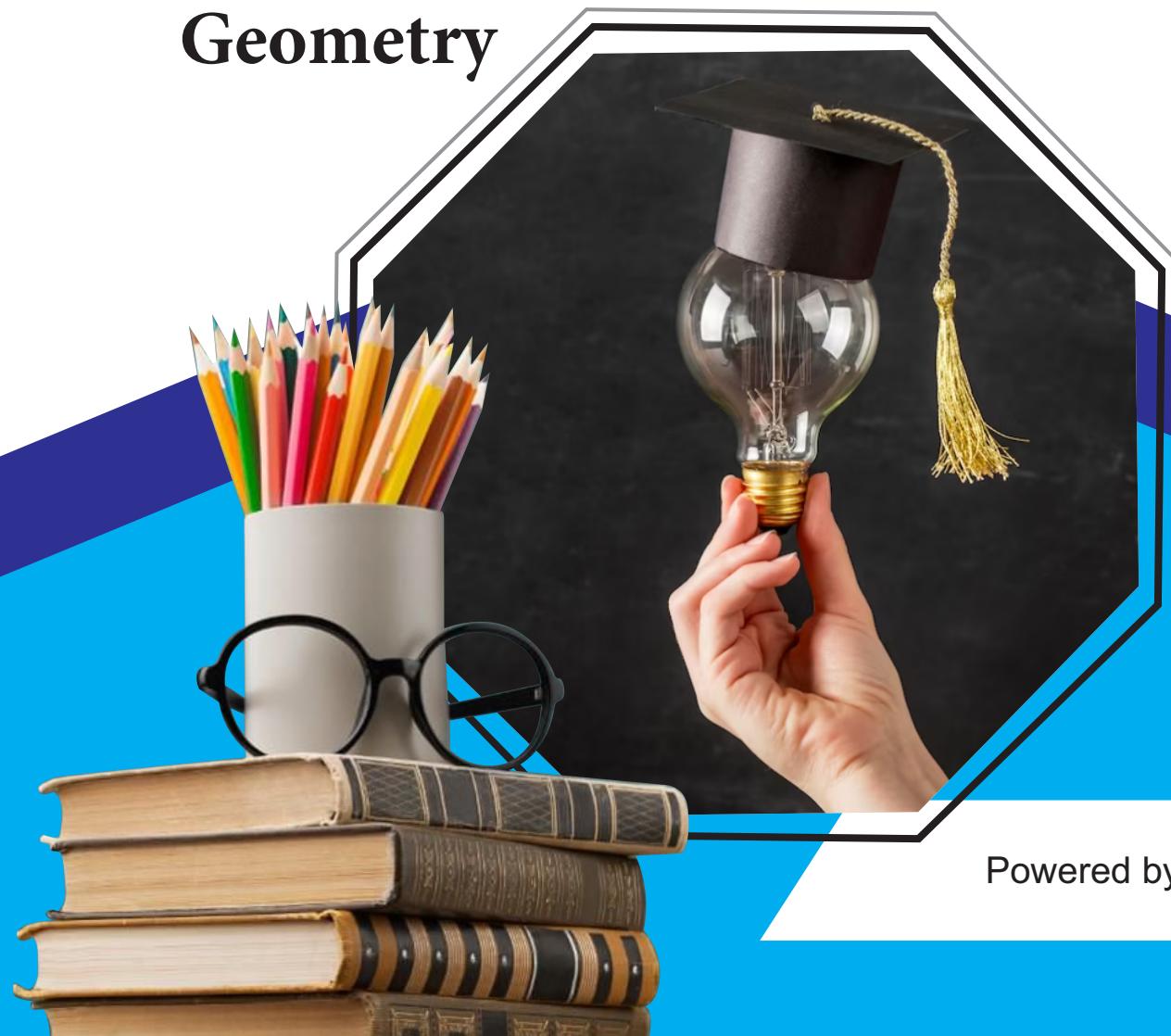


NCERT *Solutions* MATHS

Chapter 5 : Introduction To Euclid's
Geometry

Class

9



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Chapter 5

Introduction To Euclid's Geometry

Exercise 5.1

Question 1:

Which of the following statements are true and which are false? Give reasons for your **Answers**.

- (i) Only one line can pass through a single point.
- (ii) There are an infinite number of lines which pass through two distinct points.
- (iii) A terminated line can be produced indefinitely on both the sides.
- (iv) If two circles are equal, then their radii are equal.
- v) In the following figure, if $AB = PQ$ and $PQ = XY$, then $AB = XY$.



Answer:

- (i) False. Since through a single point, infinite number of lines can pass. In the following figure, it can be seen that there are infinite numbers of lines passing through a single point P.



- (ii) False. Since through two distinct points, only one line can pass. In the following figure, it can be seen that there is only one single line that can pass through two distinct points P and Q.



(iii) True. A terminated line can be produced indefinitely on both the sides.

Let AB be a terminated line. It can be seen that it can be produced indefinitely on both the sides.



(iv) True. If two circles are equal, then their centre and circumference will coincide and hence, the radii will also be equal.

(v) True. It is given that AB and XY are two terminated lines, and both are equal to a third line PQ. Euclid's first axiom states that things which are equal to the same thing are equal to one another. Therefore, the lines AB and XY will be equal to each other.

Question 2:

Give a definition for each of the following terms. Are there other terms that need to be defined first? What are they, and how might you define them?

- (i) parallel lines (ii) perpendicular lines (iii) line segment
- (iv) radius of a circle (v) square

Answer:

(i) Parallel Lines

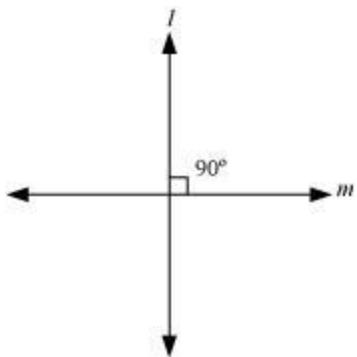
If the perpendicular distance between two lines is always constant, then these are called parallel lines. In other words, the lines which never intersect each other are called parallel lines.

To define parallel lines, we must know about point, lines, and distance between the lines and the point of intersection.



(ii) Perpendicular lines

If two lines intersect each other at 90° , then these are called perpendicular lines. We are required to define line and the angle before defining perpendicular lines.



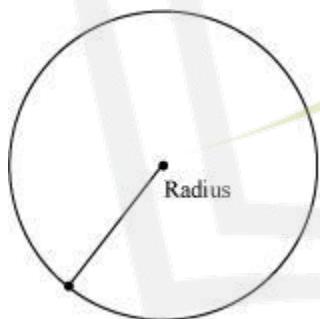
(iii) Line segment

A straight line drawn from any point to any other point is called as line segment. To define a line segment, we must know about point and line segment.



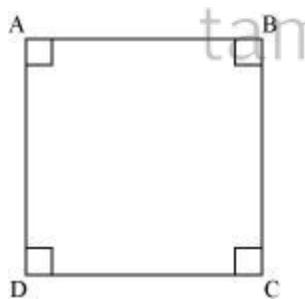
(iv) Radius of a circle

It is the distance between the centres of a circle to any point lying on the circle. To define the radius of a circle, we must know about point and circle.



(v) Square

A square is a quadrilateral having all sides of equal length and all angles of same measure, i.e., 90° . To define square, we must know about quadrilateral, side, and angle.



Question 3:

Consider the two 'postulates' given below:

(i) Given any two distinct points A and B, there exists a third point C, which is between A and B.

(ii) There exists at least three points that are not on the same line.

Do these postulates contain any undefined terms? Are these postulates consistent?

Do they follow from Euclid's postulates? Explain.

Answer:

There are various undefined terms in the given postulates.

The given postulates are consistent because they refer to two different situations. Also, it is impossible to deduce any statement that contradicts any well known axiom and postulate.

These postulates do not follow from Euclid's postulates. They follow from the axiom, "Given two distinct points, there is a unique line that passes through them".

Question 4:

If a point C lies between two points A and B such that $AC = BC$, then prove that

$$AC = \frac{1}{2}AB$$

. Explain by drawing the figure.

Answer:

It is given that,

$$AC = BC$$



$$AC + AC = BC + AC \quad (\text{Equals are added on both sides}) \dots (1)$$

Here, $(BC + AC)$ coincides with AB . It is known that things which coincide with one another are equal to one another.

$$\therefore BC + AC = AB \dots (2)$$

It is also known that things which are equal to the same thing are equal to one another. Therefore, from equations (1) and (2), we obtain

$$AC + AC = AB$$

$$2AC = AB$$

$$\therefore AC = \frac{1}{2}AB$$

Question 5:

In the above **Question**, point C is called a mid-point of line segment AB, prove that every line segment has one and only one mid-point.

Answer:

Let there be two mid-points, C and D.



C is the mid-point of AB.

$$AC = CB$$

$$AC + AC = BC + AC \quad (\text{Equals are added on both sides}) \dots (1)$$

Here, $(BC + AC)$ coincides with AB . It is known that things which coincide with one another are equal to one another.

$$\therefore BC + AC = AB \dots (2)$$

It is also known that things which are equal to the same thing are equal to one another. Therefore, from equations (1) and (2), we obtain

$$AC + AC = AB$$

$$\Rightarrow 2AC = AB \dots (3)$$

Similarly, by taking D as the mid-point of AB, it can be proved that

$$2AD = AB \dots (4)$$

From equation (3) and (4), we obtain

$2AC = 2AD$ (Things which are equal to the same thing are equal to one another.)

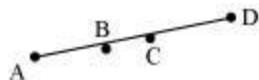
$\Rightarrow AC = AD$ (Things which are double of the same things are equal to one another.)

This is possible only when point C and D are representing a single point.

Hence, our assumption is wrong and there can be only one mid-point of a given line segment.

Question 6:

In the following figure, if $AC = BD$, then prove that $AB = CD$.



Answer:

From the figure, it can be observed that

$$AC = AB + BC$$

$$BD = BC + CD$$

It is given that $AC = BD$

$$AB + BC = BC + CD \quad (1)$$

According to Euclid's axiom, when equals are subtracted from equals, the remainders are also equal.

Subtracting BC from equation (1), we obtain

$$AB + BC - BC = BC + CD - BC$$

$$AB = CD$$

Question 7:

Why is Axiom 5, in the list of Euclid's axioms, considered a 'universal truth'? (Note that the **Question** is not about the fifth postulate.)

Answer:

Axiom 5 states that the whole is greater than the part. This axiom is known as a universal truth because it holds true in any field, and not just in the field of mathematics. Let us take two cases – one in the field of mathematics, and one other than that.

Case I

Let t represent a whole quantity and only a, b, c are parts of it.

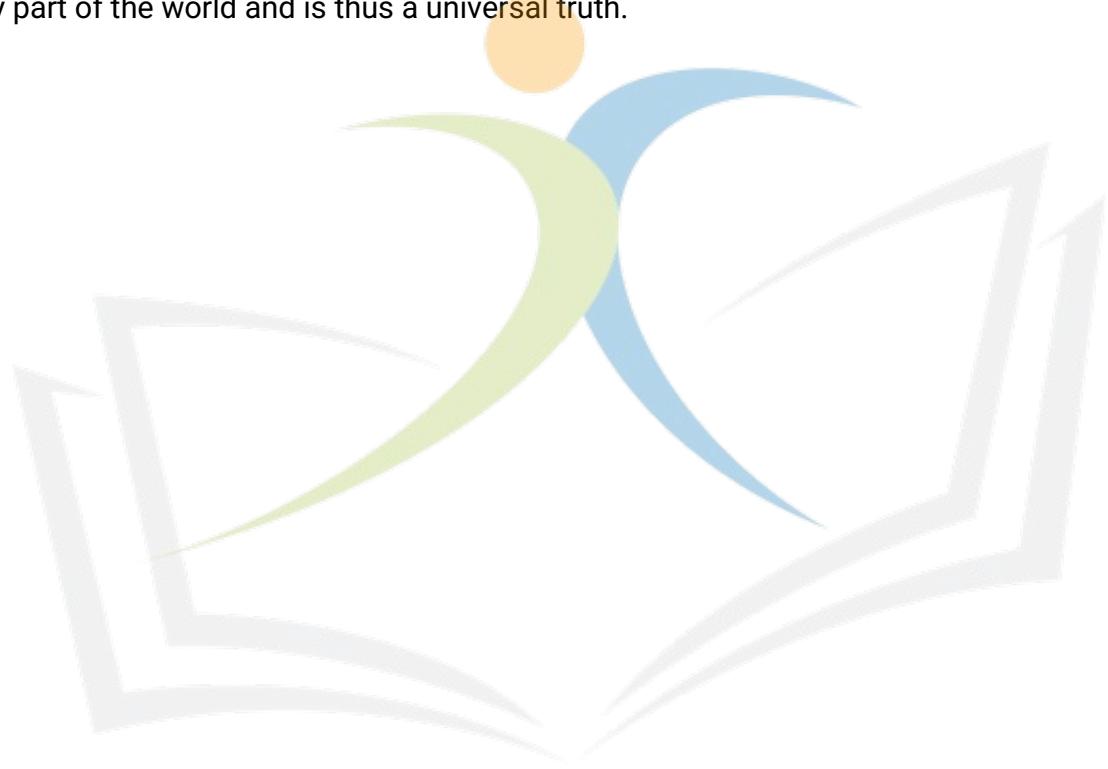
$$t = a + b + c$$

Clearly, t will be greater than all its parts a , b , and c .

Therefore, it is rightly said that the whole is greater than the part.

Case II

Let us consider the continent Asia. Then, let us consider a country India which belongs to Asia. India is a part of Asia, and it can also be observed that Asia is greater than India. That is why we can say that the whole is greater than the part. This is true for anything in any part of the world and is thus a universal truth.



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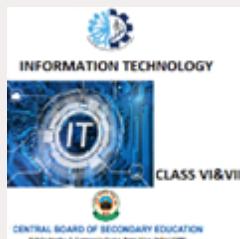
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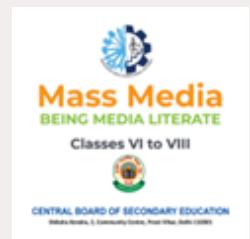
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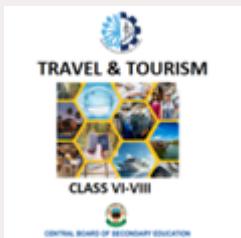
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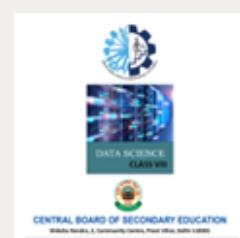
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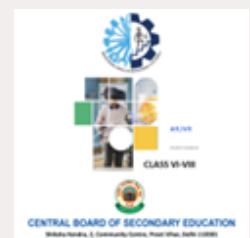
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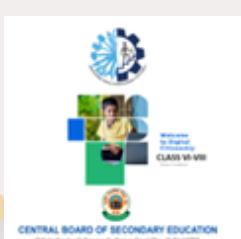
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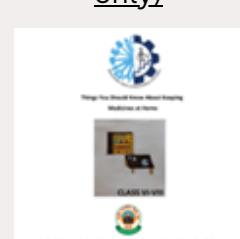
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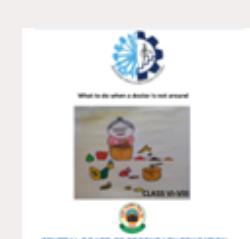
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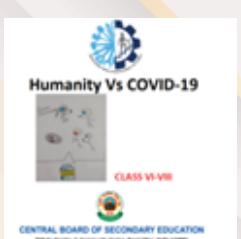
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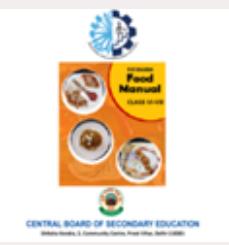
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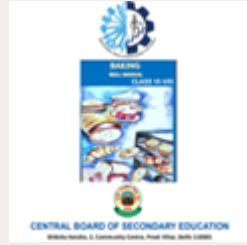
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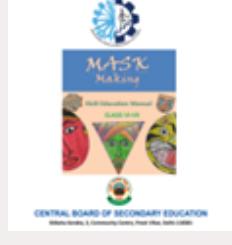
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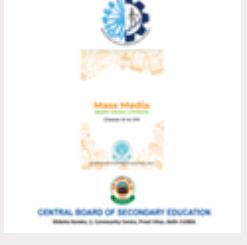
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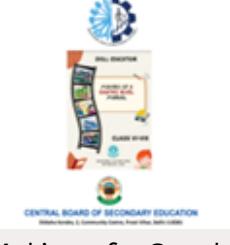
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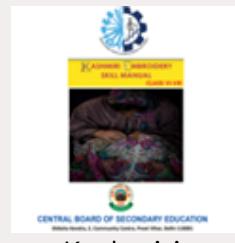
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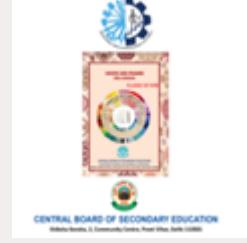
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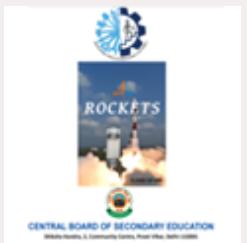
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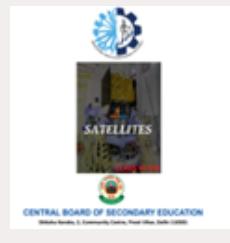
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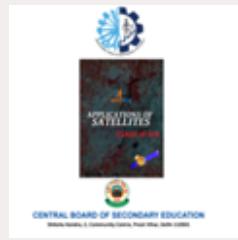
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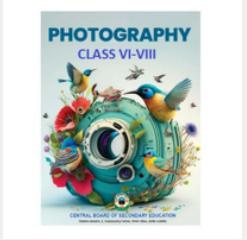
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Task Book

Apparel Hand Embroiderer

Job Role:

Qualification: Pass in 10+2, HSC/CBSE

with English Language or Technical related subjects (ET/ST).

NSQF Level-1 & 2

Student Handbook

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Apparel

STUDY MATERIAL

MEDIA #415

Job Role: Marketing Advt.

Qualification: Pass in 10+2, HSC/CBSE

with English Language or Technical related subjects (ET/ST).

NSQF Level-1 & 2

Student Handbook

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Multi Media

SUPPORT MATERIAL

MULTI SKILL FOUNDATION COURSE

SUBJECT CODE - 416

QP CODE - MLT/Q0001

FOR CLASS IX-X

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Multi Skill Foundation Course

Artificial Intelligence

Class 9 & 10

Curated with support from Intel®

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Physical Activity Trainer

Early Years Physical Activity Facilitator

Job Role:

Qualification: Pass in 10+2, HSC/CBSE

with English Language or Technical related subjects (ET/ST).

NSQF Level-1 & 2

Student Handbook

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Data Science

DATA SCIENCE CLASS IX-X

Microsoft

Central Board of Secondary Education

Education for All Sector Skills Councils

Design Thinking and Innovation

Task Book

Electronics & Hardware

(NEW)

Central Board of Secondary Education

Education for All Sector Skills Councils

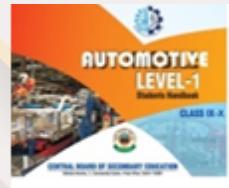
Design Thinking and Innovation

Task Book

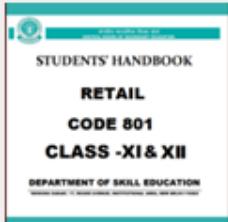
Design Thinking & Innovation (NEW)

Foundation Skills For Sciences

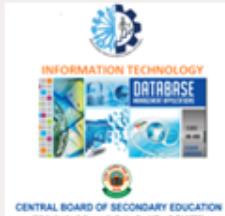
(Pharmaceutical & Biotechnology)(NEW)



SKILL SUBJECTS AT SR. SEC. LEVEL (CLASSES XI – XII)



Retail



Information Technology



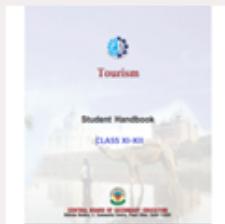
Web Application



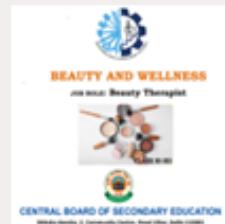
Automotive



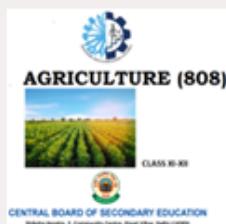
Financial Markets Management



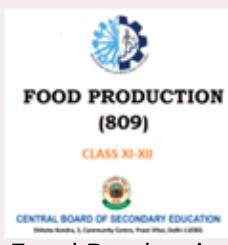
Tourism



Beauty & Wellness



Agriculture



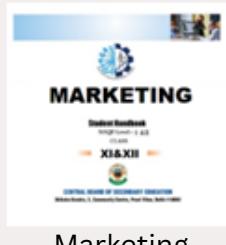
Food Production



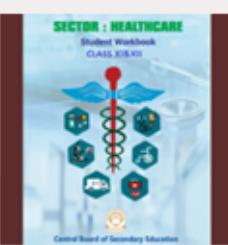
Front Office Operations



Banking



Marketing



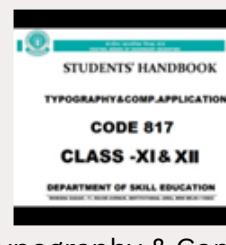
Health Care



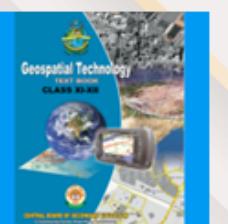
Insurance



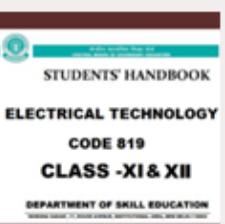
Horticulture



Typography & Comp.
Application



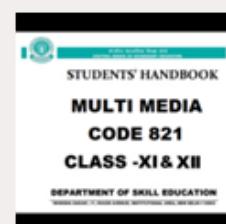
Geospatial Technology



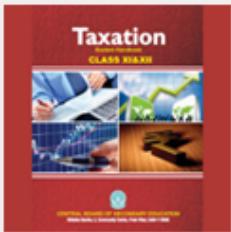
Electrical Technology



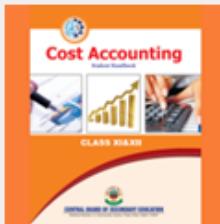
Electronic Technology



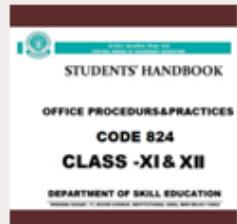
Multi-Media



Taxation



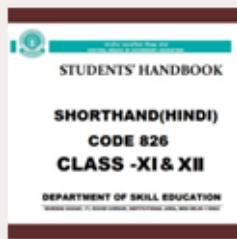
Cost Accounting



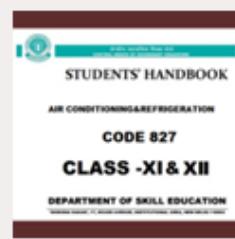
Office Procedures & Practices



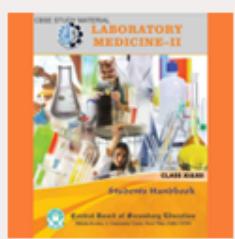
Shorthand (English)



Shorthand (Hindi)



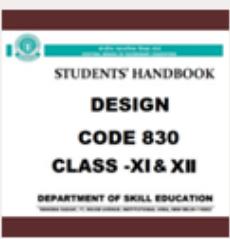
Air-Conditioning & Refrigeration



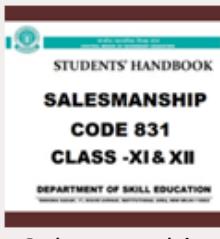
Medical Diagnostics



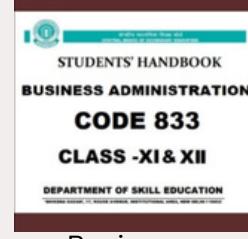
Textile Design



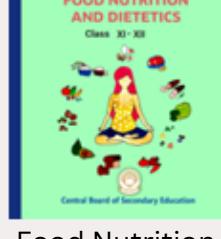
Design



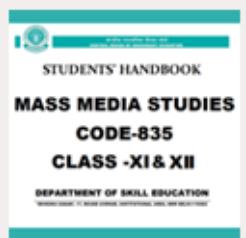
Salesmanship



Business Administration



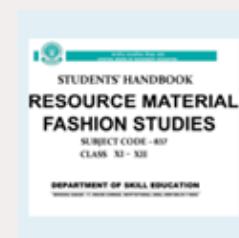
Food Nutrition & Dietetics



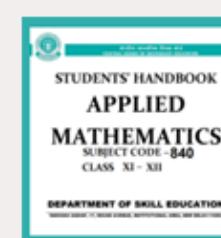
Mass Media Studies



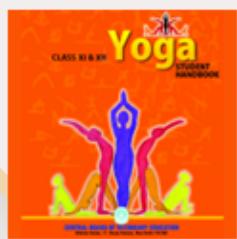
Library & Information Science



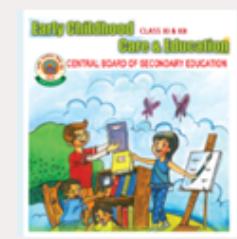
Fashion Studies



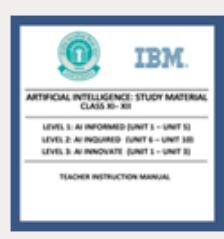
Applied Mathematics



Yoga



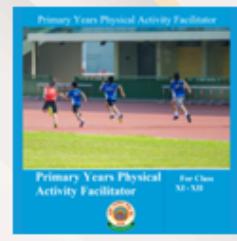
Early Childhood Care & Education



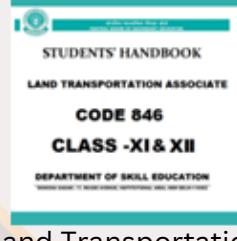
Artificial Intelligence



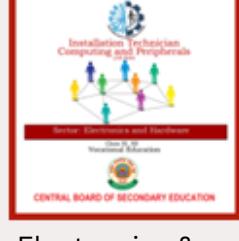
Data Science



Physical Activity Trainer (new)



Land Transportation Associate (NEW)



Electronics & Hardware (NEW)



Design Thinking & Innovation (NEW)

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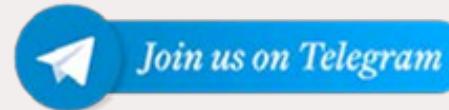
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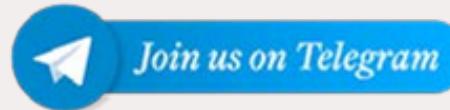
Kindergarten



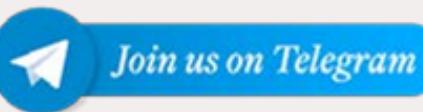
All classes



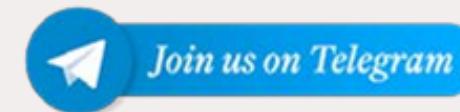
Class 1



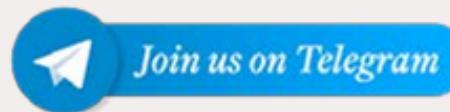
Class 2



Class 3



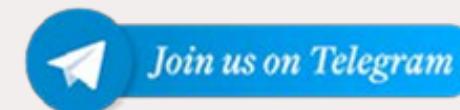
Class 4



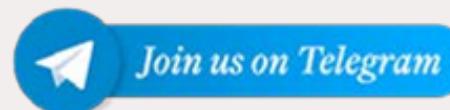
Class 5



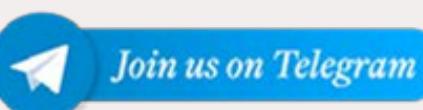
Class 6



Class 7



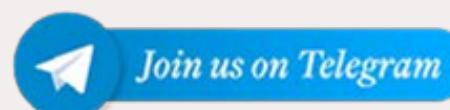
Class 8



Class 9



Class 10



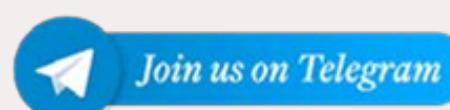
Class 11 (Sci)



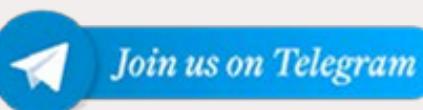
Class 11 (Com)



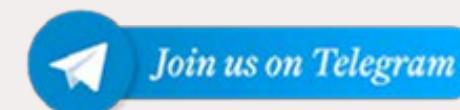
Class 11 (Hum)



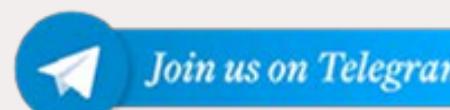
Class 12 (Sci)



Class 12 (Com)



Class 12 (Hum)



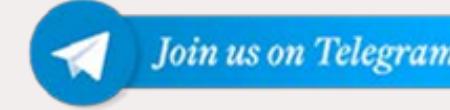
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Principal Professional Group



Teachers Professional Group

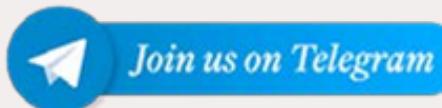


Project File Group

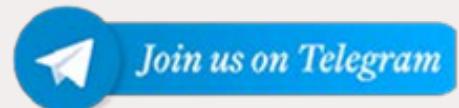
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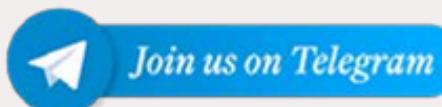
Class 1



Class 2



Class 3



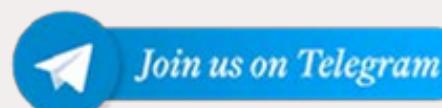
Class 4



Class 5



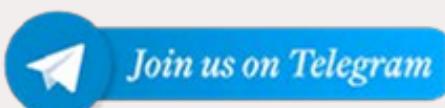
Class 6



Class 7



Class 8



Class 9



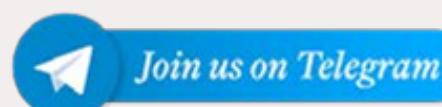
Class 10



Class 11 (Sci)



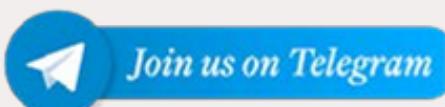
Class 11 (Com)



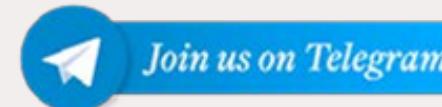
Class 11 (Hum)



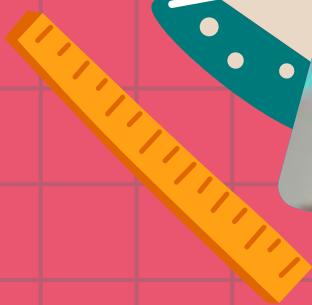
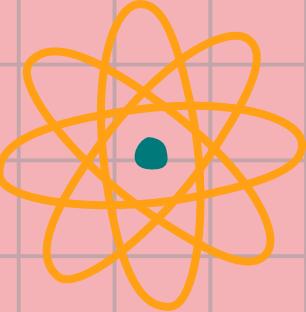
Class 12 (Sci)



Class 12 (Com)



Class 12 (Hum)



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